

CHALLENGE FOUNDATION ACADEMY

2010-2011 Performance Analysis

Core Question 1: Is the educational program a success?

1.1. Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education's system of accountability?

STANDARD	School has met AYP across all student subgroups for the last two years.
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2010-11 Performance: **Meets Standard**

The Challenge Foundation Academy (CFA) achieved Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education (IDOE) in 2010-11. The IDOE determined that CFA made AYP for the 2010-11 school year in 13 of the 13 subgroups for which it was evaluated. The chart below details the school's 2010-11 performance in each subgroup.

Student Group	English	Mathematics	Participation English	Participation Math	Attendance
Overall	Y	Y	Y	Y	Y
Black	Y	Y	Y	Y	
Free/Reduced Lunch	Y	Y	Y	Y	

Attendance rate determination is made only for "All students," not for subgroups.

Based on the performance in 2010-11, the school met the Mayor's Office standard for this indicator.

1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?

STANDARD	Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains.
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2010-11 Performance: **Approaching Standard**

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made 'Low Growth', 'Typical Growth', or 'High Growth' compared to their academic peers. To achieve the Mayor's standard for this

indicator, 75% of a school's students must demonstrate sufficient gains – or must achieve either 'Typical Growth' or 'High Growth'.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient Gains
English/Language Arts	21.5%	33.9%	44.6%	78.5%
Math	29.0%	26.0%	45.0%	71.0%
Weighted Average				74.7%

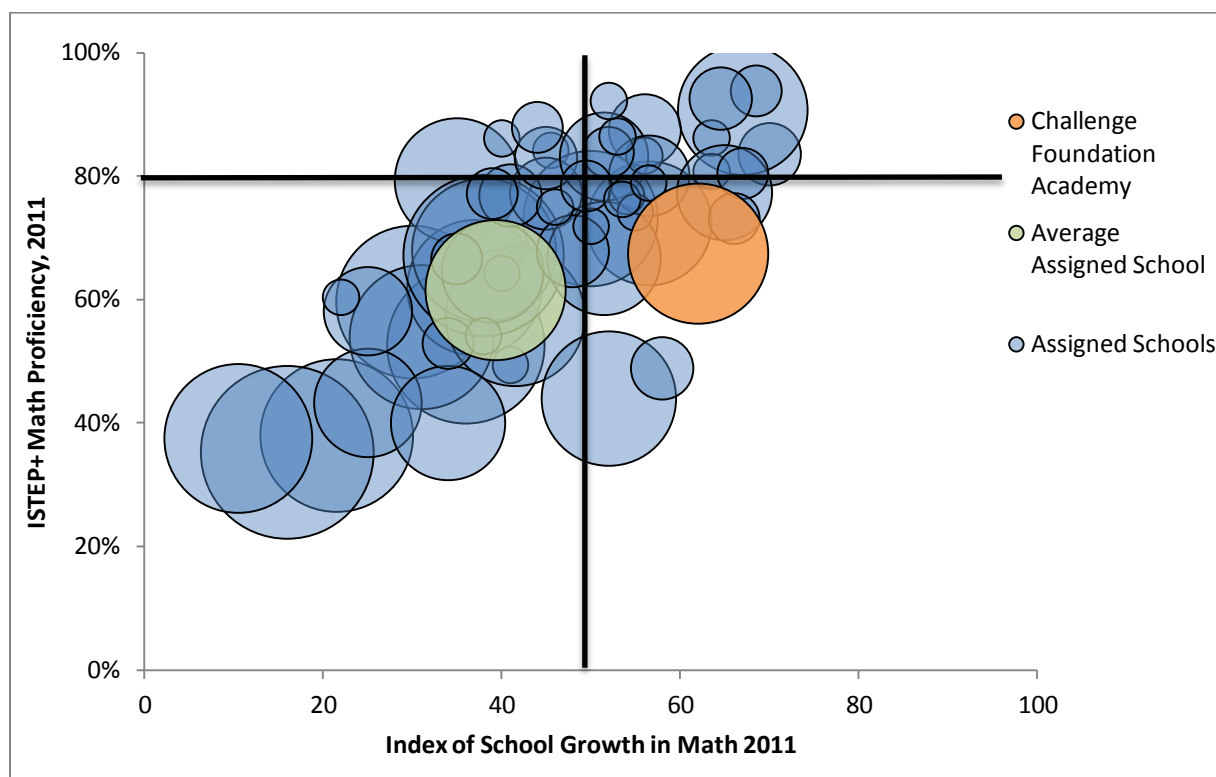
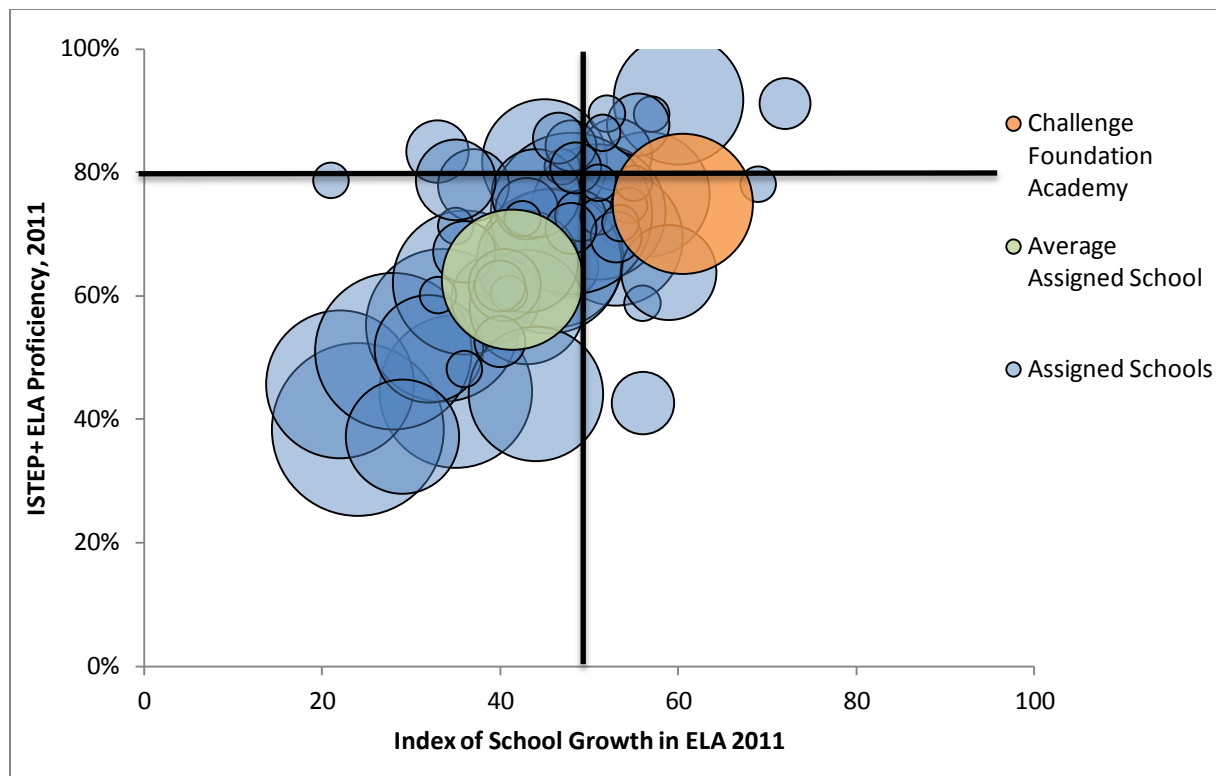
SOURCE: IDOE. The weighted average is calculated by taking the sum of the total number of students who achieved 'Typical' or 'High' Growth in ELA and the total number of students who achieved 'Typical' or 'High Growth' in Math, divided by the sum of the total number of students assessed under the Growth Model in ELA and the total number of students assessed under the Growth Model in Math.

A majority of students (78.5%) made sufficient gains in English/Language Arts, while slightly fewer – but still a majority of students – made sufficient gains in Math (71.0%). A weighted average across both subjects reveals that 74.7% of students at The Challenge Foundation Academy demonstrated sufficient gains in 2010-2011. Thus, The Challenge Foundation Academy was approaching the Mayor's Office standard for this indicator.

1.3. Is the school outperforming schools that the students would have been assigned to attend?	
STANDARD	School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.

2010-11 Performance: **Exceeds Standard**

The Mayor's Office compared the performance of CFA to that of Marion County public schools students would have been assigned to attend, based on their place of residence. The overall proficiency and growth of students at CFA exceeded that of their peers in proficiency and growth for both English/Language Arts (ELA) and Math. Therefore, in 2010-11, the school's performance exceeded standard for this indicator.



***How to read these figures:** Blue bubbles represent the traditional public school that students would have been assigned to attend if they did not attend CFA. The size of each blue bubble is proportional to the number of CFA students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents 50th growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed, better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools. The orange bubble represents the performance of CFA students.*

1.4. Is the school meeting its school-specific educational goals?	
STANDARD	School has clearly met its school-specific educational goal.

Not applicable. The school did not have school-specific educational goals to be evaluated in 2010-11.